

Grade 12 English FAL Paper 2

Exam Questions & Memorandums

2020 – 2025 (June & November)

Focused on ***Cry, the Beloved Country*** and
My Children! My Africa

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DOCUMENT 1 – EXAM QUESTIONS (Only)



DOCUMENT 2 – DETAILED MEMORANDUMS

Standardised Revision & Learner Performance Improvement Resource
For classroom use only – June & November examinations

DOCUMENT 2: MEMORANDUMS (ANSWERS)

ACTIVITY 1: MY CHILDREN, MY AFRICA!

Candidates are required to answer BOTH questions, i.e. ACTIVITY 1.1 and 1.2.

- 1.1 1.1.1 (a) C/a school inspector
 (b) ✓ A/Thami's classmate
 (c) ✓ E/mayor of Camdeboo
 (d) ✓
 B/debating team member ✓ (4)

- 1.1.2 Thami should raise his
 eyebrows. ✓ He should shrug his
 shoulders. ✓
 He should stretch his arms, palms turned upward. ✓

NOTE: Accept any TWO of the above or any other relevant responses. (2)

- 1.1.3 It is someone who is able to accept their loss graciously
 (pretending to be fine), ✓ without bearing a grudge (being
 nasty/unfriendly) against their opponents. ✓ (2)

- 1.1.4 C/Thami at the revision. ✓ (1)

- 1.1.5 (a) Metaphor ✓ (1)
- (b) The figure of speech is relevant because Thami and
 Isabel have not performed that well at sport ✓ and Mr M
 wants to test whether they are better at English literature
 by competing against each other (in preparation for the
 quiz). ✓ (2)

- 1.1.6 The discussion of the theme of conflict, should include the
 following points, **among others**:

- Thami does not want Mr M to control decisions he makes about his life and this leads to conflict.
- Thami's withdrawal from the English Literary Quiz leads to conflict between him and Isabel.
- There is disagreement between Mr M and Thami about the right course of action during the school boycott.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

1.1.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Isabel realises she was wrong in her assumptions of Zolile High when she visits the school.
- She values her friendship with Thami and refuses to divulge anything to Mr M that she and Thami share.
- She is brave when she risks her life during the unrest.
- She does not allow others to influence her views on the unjust situation in South Africa.

OR

No.

- Isabel is prejudiced against the learners of Zolile High as she has preconceived ideas about them when she participates in the debate.
- She does not join the school boycott to show that she supports Thami.
- Isabel does not accept his explanation when he tells her that he no longer wants to be part of the literary quiz.
- Her promise to Mr M after his death is selfish as it is focused on herself and not on South Africa as a whole.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

AND

- | | | | |
|-----|-------|---|-----|
| 1.2 | 1.2.1 | In Number One/Mr M's classroom/Zolile High School.✓ | (1) |
| | 1.2.2 | The school bell summons the learners to come to school/restore order (to be educated)✓ and nothing is more important to Mr M than education.✓ | (2) |
| | 1.2.3 | Mr M remains quiet because he knows the accusations of being an informer✓ are true.✓ | |

OR

Mr M remains quiet because he knows he is guilty✓ and awaits Thami's response/ view on the matter. ✓ (2)

1.2.4 (a) mocking/ridicule/sarcastic/arrogance✓

OR

expectant/anticipation/inquiring✓ (1)

(b) Mr M mocks Thami because he already knows that he is an informer.✓

OR

He tries to elicit the real reason from Thami for risking his life to come and warn him.✓ (1)

1.2.5 Thami comes to warn Mr M about the intended plan of the comrades but Mr M does not save himself. Instead, Mr M places his life in danger by confronting the mob and gets killed. ✓✓

OR

Thami warns Mr M of the danger of the comrades if they find him at school, yet he himself will be in danger if they find him with Mr M. ✓✓

NOTE: BOTH parts should be included to earn the marks. (2)

1.2.6 Isabel intends to become a journalist/writer/reporter.✓ (1)

1.2.7 Thami believes that words have become ineffective✓ and problems can only be solved through violence. ✓ (2)

1.2.8 Thami is caring✓ – He comes to warn Mr M of the imminent danger (the intention to burn down the school and kill him).✓ He is persistent✓ – He insists that Mr M join the boycott. ✓ He is brave✓ – He risks his life by going to school.✓

NOTE: Accept any ONE of the above combinations or other relevant combinations. (2)

1.2.9 Open-ended.
Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Mr M believes the violence is unnecessary.
- He goes to school, despite a call from the comrades to stay away.
- He remains true to his principles as an educator by ringing the school bell in the hope that the learners will return to the classroom.

OR

No.

- Mr M should realise that Bantu Education is inferior and should have joined the action committee.
- He betrays his own people by giving names to the police.
- He refuses to listen to Thami's views on the boycott and continues going to school.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)
[35]

TOTAL SECTION B: 35

ACTIVITY 2: MY CHILDREN, MY AFRICA!

Candidates are required to answer **BOTH** questions, i.e. **QUESTIONS 4.1 and 4.2.**

- 2.1 2.1.1 (a) D/an English teacher
 (b) ✓ C/a good hockey player
 (c) ✓ B/the mayor of Camdeboo
 (d) ✓ E/a good soccer player ✓ (4)

- 2.1.2 The setting is at Camdeboo/Zolile High ✓ where Mr M has just asked Isabel to participate in the literary quiz/just before they start practising. ✓

OR

- Mr M is on the stage ✓ speaking directly to the audience. ✓ (2)

- 2.1.3 Mr M thinks that Confucius is the finest teacher/wisest philosopher. ✓
 He admires his life, thoughts and utterances and makes one of Confucius' utterances his classroom motto. ✓
 He admires Confucius' peaceful and kind nature. ✓ He admires Confucius because he is virtuous. ✓

NOTE: Accept any ONE of the above. (1)

- 2.1.4 (a) Metaphor ✓ (1)
 (b) Mr M's intense emotions (despair, hate and hope) ✓ are compared to wild animals living in a zoo (his heart). ✓ (2)

- 2.1.5 Mr M is in a state of despair/anxiety ✓ because he realises that his dream of wanting to educate the children will be dashed. ✓ (2)

- 2.1.6 The discussion of the theme of hope should include the following points, **among others**:

- Mr M's initiation of a debate between Zolile High and Camdeboo High, instils hope for better racial relations.
- Isabel comes to a better understanding of the plight of the black community which might instil hope that others will follow suit.
- Mr M's commitment to teaching young people gives him hope for a better future for them.
- Thami and the protesting students hope their actions will bring about freedom and equality.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)

2.1.7 Open-ended

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Mr M does not respect what Thami wants to do with his life; he constantly tells him what to do.
- He does not join the boycott as he believes his way of doing things is correct.
- He gives the names of the action committee to the police as he wants to continue teaching, failing to realise what they wish to achieve through their actions.

OR

No.

- Mr M devotes his life to educating children.
- He tries hard to obtain a university scholarship for Thami.
- He hopes to the very end of his life that Thami will influence his schoolmates to return to school.

NOTE: Do NOT award a mark for YES or NO.

Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)

AND

2.2.1 C/fight for freedom. ✓ (1)

2.2.2 (a) despair/sadness/empathy/disappointment ✓ (1)

(b) Isabel is sad that Thami is leaving/at his decision of joining the Struggle/she will lose his friendship/Mr M's death/she realises that he is faced with no other choice. ✓ (1)

2.2.3 Isabel should shake her head from side to side.

✓ She should shrug her shoulders. ✓

She should clasp her hands. ✓

NOTE: Accept any TWO of the above or any other relevant actions.

(2)

2.2.4 Mr M lives in a room at Reverend Mbopa's place/in the township/Brakwater. ✓ (1)

2.2.5 It would be too traumatic ✓ for Isabel as Mr M was burnt to ashes/was necklaced at this school/Zolile High. ✓ (2)

2.2.6 Thami is determined/decisive/adamant. ✓
Isabel despairs/is afraid/uncertain. ✓ (2)

2.2.7 Thami is honourable ✓ – he would rather join the movement which is a structured organisation (training, strategies, operations) than resort to vigilantism/mob justice. ✓

OR

He is caring ✓ – he understands Isabel's pain and advises her on where to go to honour Mr M's memory. ✓

NOTE: Accept any ONE of the above combinations. (2)

2.2.8 Sipho Fondini is part of the school boycott/not attending classes ('liberation'), yet he is concerned about his spelling ('before education'). ✓✓

NOTE: BOTH parts should be included to earn marks. (2)

2.2.9 Open-ended

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Mr M refuses to join the Comrades in their protest actions.
- He insists on going to school during the boycotts.
- Thami comes to warn him about the Comrades' intention, but he does not heed these warnings.

OR

No.

- Mr M is branded an informer therefore the mob is going to kill him.
- His belief that education is more important than violence ultimately causes his death.
- The learners' and especially Thami's choice of violence over education leads to him losing hope completely.

NOTE: Do NOT award a mark for YES or NO.

Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)
[35]

TOTAL SECTION B: 35

ACTIVITY 3: MY CHILDREN, MY AFRICA!

Candidates are required to answer **BOTH** questions, i.e. **ACTIVITY 3.1 and 3.2.**

- 3.1 3.1.1 (a) E/principal of Camdeboo High
 (b) ✓ C/principal of Zolile High
 (c) ✓ A/learner of Camdeboo High
 (d) ✓
 B/inspector of Bantu Schools ✓ (4)
- 3.1.2. The setting of this extract is where Isabel is on the stage (alone, reflecting on her experiences)✓ after the debate at Zolile High. ✓ (2)
- 3.1.3 At first Isabel is unsure of herself/not confident/anxious as she finds herself in an unfamiliar environment. ✓ However, when she realises the learners of Zolile High are listening attentively she is encouraged to give her best debate ever. ✓ (2)
- 3.1.4 (a) C/personification. / B/metonymy.✓ (1)
- (b) Brakwater is an embarrassment to Camdeboo✓ because of the filth/dirt. ✓

OR

- The location (Brakwater) ✓is associated with an embarrassing backyard because of the filth/dirt. ✓ (2)
- 3.1.5 Isabel is anxious/excited/anticipatory/reminiscing. ✓
 Just after the debate Isabel looks forward to more interaction with the Black learners of Zolile/Mr M/Thami./Isabel realises that there is more to the township than she thought she knew.✓ (2)
- 3.1.6 Thami wants to fight for freedom yet he leaves the country. ✓✓
- NOTE:** Accept any other RELEVANT response in which the irony is illustrated. (2)
- 3.1.7 Open-ended.
- Accept a relevant response which shows an understanding of the following viewpoints, **among others**:
- Yes.
- Thami holds different views from Mr M on many issues but is not brave enough to confront him.
 - He leaves Isabel in the lurch by withdrawing from the literature quiz just before its commencement.
 - He leaves the country at the height of the boycotts.

OR

No.

- Thami remains committed/loyal to the Struggle.
- He gives up his education to join the Comrades/the Movement.
- It takes courage from Thami to warn Mr M that the Comrades are going to kill him.

NOTE: Do NOT award a mark for YES or NO only. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)

AND

3.2 3.2.1 (a) shock/disbelief/stunned/surprise/enquiring/questioning/amazement ✓ (1)

(b) Isabel finds it difficult to comprehend that Mr M was an informer. ✓ (1)

3.2.2 Isabel should stamp her foot. ✓ She should bang on the table. ✓ She should wag her finger. ✓

NOTE: Accept any TWO of the above or any other relevant actions. (2)

3.2.3 Isabel explains that Mr M went to the police to give the names of the people from the north/the political action committee ✓ in the hope that the boycott would end, and the learners would return to the classroom/continue with their learning. ✓ (2)

3.2.4 Isabel goes to the Wapadsberg Pass to bid Mr M farewell. ✓ (1)

3.2.5 Isabel is confused/in disbelief/shock. ✓
Thami is calm/collected/persuasive. ✓

NOTE: Accept any ONE fact for each character. (2)

3.2.6 Mr M is a man of integrity ✓ – he would not accept money from the police. ✓

OR

He is self-righteous ✓ – he believes in doing the right thing when he gives the names to the police. ✓

OR

He is untrustworthy ✓ – he gives the names of the people from the north/the political action committee to the police. ✓

NOTE: Accept any ONE of the above combinations.
Accept any other RELEVANT response. (2)

3.2.7 The discussion of the theme of respect should include the following points, **among others**:

- Thami respects Mr M and does not openly confront him although he differs with him.
- Isabel respects Mr M as a brilliant teacher.
- Isabel respects Auntie and Samuel by being friendly and not looking down on them.
- Thami and Isabel have mutual respect for each other.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama. (3)

3.2.8 Open-ended.

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- Isabel's political and social awareness develops.
- She sees the potential of the thousands of people with whom she has had no contact before.
- She realises that the Black learners of Zolile High have no intention of being grateful to her during the debate – they treat her 'on the basis of total equality.'

OR

No.

- Isabel has always had opinions of her own (she is regarded as the rebel in her family).
- After one visit to Zolile High it is very unlikely that the impact was so great.
- Her contact across the colour line was minimal.

NOTE: Do NOT award a mark for YES or NO only. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the drama.

(3)
[35]

TOTAL SECTION B: 35

ACTIVITY 4: MY CHILDREN! MY AFRICA!

Candidates are required to answer **BOTH** questions, i.e. **ACTIVITY 4.1** and **4.2**.

- 4.1 4.1.1 (a) B/Zolile High's gifted learner
 (b) ✓ E/Camdeboo's debating team member
 (c) ✓ D/inspector of Bantu Education✓
 (d) C/teacher who supports non-violence✓ (4)
- 4.1.2 The setting is at Camdeboo Girls' High✓ when Mr M informs Isabel about the English literary quiz. ✓ (2)
- 4.1.3 Mr M apologises to Isabel for visiting her unexpectedly/without warning✓as he has been searching everywhere/all over/in many different places for her. ✓ (2)
- 4.1.4 (a) humorous/lively/amusing/playful/informal ✓ (1)
- (b) Isabel jokingly blames Thami for the intimate/relaxed way in which she addresses Mr M/for using his nickname. ✓ (1)
- 4.1.5 elated/impressed ✓
 Mr M is happy that Isabel has such a profound effect on his learners.✓ (2)
- 4.1.6 Mr M has no biological children/The 'young family' refers to his learners. ✓ (1)
- 4.1.7 Isabel is vivacious/lively/ respectful. ✓ She puts Mr M at ease when he apologises. ✓

OR

She is friendly.✓ The Zolile learners find her charming personality impressive and they want her to come again. ✓

NOTE: Accept any ONE of the above combinations. (2)

4.1.8 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Thami comes to realise that he lives in an unjust society where the Bantu Education he receives is inferior.
- He says that Mr M agrees with Western culture by teaching this particular curriculum.
- He realises that Bantu Education does not offer him the same opportunities as his white counterparts.

OR

No.

- Thami is a highly intelligent learner and could use this gift to rise above his situation.
- Mr M has an academic future planned for him but he rejects this.
- Mr M's way of teaching is not inferior as he teaches them to think critically.

NOTE: Do NOT award a mark for YES or NO.

Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

AND

4.2.1 B/uncertainty ✓ (1)

4.2.2 Thami is putting himself in danger by being in Isabel's company (because the comrades disapprove of interaction with whites). ✓ (1)

4.2.3 (a) Personification/Metaphor ✓ (1)

(b) Thami's withdrawal from the competition signals its end ✓ just as a person who is dead ceases to exist. ✓ (2)

4.2.4 (a) Isabel is angry/livid/frustrated/confused ✓ with Thami as she cannot understand why they can no longer be friends. ✓ (2)

(b) Thami is fighting for freedom yet he does not have any freedom when he is forced to end his friendship with Isabel (by the comrades). ✓✓

NOTE: BOTH parts should be included to earn the marks. (2)

4.2.5 Thami should bulge his hands. ✓
He should raise his eyebrows/frown.
✓ He should open his eyes widely. ✓

NOTE: Accept any TWO of the above or any other relevant responses. (2)

4.2.6 The discussion of the theme of living a meaningful life should include the following points, **among others**:

- Isabel wants to enhance her life by learning more about Thami and his people.
- Isabel promises Mr M at the Wapadsberg Pass that she will contribute towards change in South Africa.
- Mr M's own life/career as a teacher will have meaning if he succeeds in giving his learners the best possible education.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

4.2.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Mr M gives the names of the political action committee to the police.
- He gives the names of the boycotting learners to the Education Department.
- He refuses to join the comrades.

OR

No.

- Mr M gives the names of the boycotting learners in the hope that they will return to the classroom.
- He gives the names of the action committee because he feels they are responsible for the unrest.
- He believes in communication and negotiation and therefore does not support the comrades who resort to violence.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)
[35]

TOTAL SECTION B: 35

ACTIVITY 5: MY CHILDREN! MY AFRICA!

Candidates are required to answer **BOTH** questions, i.e. **ACTIVITY 5.1** and **5.2**.

- 5.1 5.1.1 (a) B/wants to be a journalist
 (b) ✓ D/encourages a ground-breaking
 (c) debate ✓ E/ the mayor of Camdeboo ✓
 (d) C/rents a room to Mr M ✓ (4)
- 5.1.2 The setting is Zolile High/Camdeboo Girls High/the stage
 ✓ when Isabel invites Thami and Mr M for tea/just before
 Mr M leaves/just after Mr M and Thami have had an
 argument
 about statues/when they practise for the literature quiz. ✓ (2)
- 5.1.3 Isabel means her parents are proud that she and Thami are
 learning so much in a short time/work together, ✓ so they can
 do well at the English literature quiz. ✓ (2)
- 5.1.4 (a) Simile ✓ (1)
- (b) Isabel has to be careful in her interaction with Thami and
 Mr M ✓ in the same way that an acrobat has to maintain
 balance while walking on a tight-rope. ✓ (2)
- 5.1.5 The atmosphere between Thami and Isabel is tense/
 uneasy. ✓ (1)
- 5.1.6 The discussion of the theme of betrayal should include the
 following points, **among others**:
- Thami betrays Mr M by withdrawing from the literature quiz.
 - He feels that by continuing his friendship with Isabel he betrays the Comrades.
 - The Comrades regard Mr M as a traitor for giving the names of the action committee to the police.
- NOTE:** For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

5.1.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Isabel and her teammates are excited as it would be the first time the whites-only school would debate against a black-only one.
- The team has never had contact with the learners from Zolile High before and Renee Vermaas assumes the learners might not speak English as well as they do.
- Isabel and her teammates are not novices, and they feel they can teach the Black learners about a debate as Zolile has only recently started a debating society.

OR

No.

- Isabel and her teammates are arrogant to expect gratitude from the Black learners because they had agreed to debate against them.
- They should not consider themselves superior at having better debating skills because Zolile High measured up to them.
- Thami displays as much eloquence and critical thinking skills as Isabel and her teammates.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

AND

5.2.1 Thami has to inform Mr M about his decision to withdraw from the literature quiz, ✓ as he has decided to join the school boycott/the Comrades. ✓ (2)

5.2.2 (a) determination/resolute/defiant ✓ (1)

(b) Thami's mind is made up/there is no stopping him from withdrawing from the literature quiz/joining the Comrades. ✓ (1)

- (c) It is ironic that Thami now makes his own decision (a very important one), when in the past, Mr M made all decisions for him, (some very basic ones such as participating in the literary quiz).✓✓

NOTE: BOTH parts must be included to earn marks. (2)

- 5.2.3 Isabel should clasp her hands.
✓ She should bang on the table.
✓ She should point at Thami. ✓

NOTE: Accept any TWO of the above or any other relevant actions. (2)

- 5.2.4 C/struggle for Freedom. ✓ (1)

- 5.2.5 (a) Isabel is perplexed/upset/confused ✓ as she fails to see how their studying for a literature quiz/friendship can possibly be seen as something that is against the Struggle. ✓ (2)

- (b) summarised biographies✓ (1)

- 5.2.6 Thami is resolute ✓ – he is determined to join the Comrades. ✓

OR

He is loyal ✓ – he obeys the Comrades' call to engage in the school boycott. ✓

OR

He is inconsiderate/insensitive ✓ – he does not inform Mr M timeously about his decision to quit the literature competition.✓

OR

He is foolish ✓ - he gives up on the possibility of obtaining a scholarship. ✓

NOTE: Accept any ONE of the above combinations. (2)

5.2.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Mr M does not succeed in getting the scholarship for Thami.
- During the school boycott he fails to get the learners to return to the classroom.
- He clings to tradition and does not use the opportunities presented to him to mend his ailing relationship with Thami.

OR

No.

- Mr M arranges the debate between his Black learners and the neighbouring white school to foster better racial relationships.
- He succeeds in changing Isabel's naive mindset about the political situation in South Africa.
- He is passionate about his job and succeeds to educate the learners.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)
[35]

TOTAL SECTION B: 35

ACTIVITY 6: MY CHILDREN! MY AFRICA!

Candidates are required to answer BOTH questions, i.e. ACTIVITY 6.1 and 6.2.

- 6.1.1 (a) D/has lost hope in the political and educational systems
 (b) ✓ A/the voice of hope at the end of the play ✓
 (c) E/believes that communication and education will bring about positive change ✓
 (d) B/comes yearly to give the Standard Tens his usual pep-talk ✓ (4)
- 6.1.2 The setting is at Zolile High/Mr M's classroom/Number One Classroom ✓ during the inter-schools debate. ✓ (2)
- 6.1.3 Isabel is emphatic/unwavering/decisive/firm ✓ as she firmly contends that women and men are equal/that women follow their instincts. ✓

OR

Isabel is furious/angry ✓ as she is being misunderstood by Thami. ✓

NOTE: Accept any ONE of the above combinations. (2)

- 6.1.4 Mr M shows Thami that a dictionary is more powerful than a stone (violence)✓ as the words can enter people's heads and bring about change. ✓ (2)
- 6.1.5 (a) Simile ✓ (1)
- (b) Undisciplined behaviour during the debate serves no purpose ✓ in the same way a donkey without a harness cannot pull a cart. ✓ (2)
- 6.1.6 Mr M is orderly ✓ – he expects Thami and Isabel to do things by the book. ✓

OR

He is sensible ✓ – he realises that their undisciplined behaviour will cause chaos.✓

OR

He is a disciplinarian ✓ – he stops the argument between Thami and Isabel/he calls them to order. ✓

NOTE: Accept any ONE of the above combinations. (2)

6.1.7 Open-ended:

Accept a relevant response which shows an understanding of the following viewpoints **among others**:

Yes.

- Isabel breaks tradition when she goes to Zolile High for a debate.
- She challenges her parents' views regarding Black people.
- She is brave to go into the township after Mr M's death.

OR

No.

- Isabel does not understand why Thami wants to join the boycott instead of participating in the quiz.
- She goes against her parents' wishes to meet Thami during the boycott.
- She cannot identify with Thami's social circumstances as she comes from a privileged background.

NOTE: Do NOT award a mark for YES or NO. Credit a response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

6.2.1 Thami wants to warn Mr M about the approaching mob. ✓
They know he gave their names to the police./He wants to convince Mr M to join the boycott. ✓ (2)

6.2.2 Thami is part of the Comrades who are responsible for strikes and boycotts in the township)./He is present when Mr M is killed. ✓ (1)

6.2.3 B/his parents live there. ✓ (1)

6.2.4 Isabel should have her hands outstretched/raised.
✓ She should shrug her shoulders. ✓
She should raise her eyebrows. ✓

NOTE: Accept any TWO of the above or any other relevant actions. (2)

6.2.5 Mr M thinks he is doing the children a favour by giving their names to the Department of Education. He thinks it will bring them back to class, to teach them, but it causes his death. ✓✓

NOTE: BOTH parts must be included to earn the marks. (2)

6.2.6 (a) Confident/resolute/assertive/assurance ✓ (1)

- (b) He has made up his mind to join the Movement./He assures Isabel that he has made the right decision to join the Movement. ✓ (1)

6.2.7 She goes to the Wapadsberg Pass. ✓ (1)

6.2.8 The discussion of the theme of sacrifice should include the following points, **among others**:

- Isabel sacrifices her time by practising for the literary quiz.
- Mr M sacrifices his life when he refuses to join the boycott.
- Thami sacrifices his education by leaving school and joining the movement.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

6.2.9 Open-ended:

Accept a relevant response which shows an understanding of the following viewpoints **among others**:

Yes.

- Thami is dissatisfied with the inferior Bantu Education they receive.
- He believes they have negotiated long enough but the situation remains the same.
- He believes that they do not get equal opportunities to further their studies.

OR

No.

- Thami compromises his chances to further his studies.
- Education and not boycotts will improve his situation.
- He sacrifices his friendship with Isabel.

NOTE: Do NOT award a mark for YES or NO. Credit a response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)
[35]

TOTAL SECTION B: 35

ACTIVITY 7: MY CHILDREN! MY AFRICA!

Candidates are required to answer BOTH questions, i.e. ACTIVITY 7.1 and 7.2.

- 7.1 7.1.1 (a) D/a learner at Camdeboo
 (b) High✓ C/an inspector of Bantu
 (c) schools ✓ B/the principal of Zolile
 (d) High ✓
 E/Zolile High Grade 8 learner ✓ (4)
- 7.1.2 Mr M has entered them for the literary quiz at
 Grahamstown✓ and these are examples of the novelists they
 need to familiarise themselves with/that could form part of the
 literary
 quiz list. ✓ (2)
- 7.1.3 (a) pleasant/polite/excited ✓ (1)
- (b) Mr M is excited/eager/polite/humbled by the prospect of
 meeting Isabel's parents. ✓ (1)
- (c) C/chemist. ✓ (1)
- 7.1.4 Mr M, once again, makes a decision ✓ without consulting
 Thami. ✓ (2)
- 7.1.5 Thami stays with his grandmother/married sister in
 Brakwater./ Thami does not live with his parents as they live
 in Cape Town. ✓
- NOTE:** Accept any other FACTUALLY CORRECT answer. (1)
- 7.1.6 Isabel is gracious/polite/hospitable/thoughtful ✓ as she is
 excited at the prospect of her new friends coming to her
 house/to meet her parents. ✓ (2)
- 7.1.7 Open-ended:
- Accept a relevant response which shows an understanding of
 the following viewpoints, **among others**:
- Yes.
- Mr M gives the names of the learners to the Education Department in the hope that they will return to school.
 - He is fearless even in the face of death when he goes out to meet the mob.
 - He brings together Black and White learners in an attempt to foster good relations.

OR

No.

- He betrays his learners when he gives their names to the Education Department.
- He refuses to join the boycott.
- He does not allow Thami to think independently.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well substantiated. A candidate can score 1 or 2 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the drama. (3)

AND

7.2 7.2.1 The setting is Number One classroom/Zolile High ✓ when Thami tries to stop Mr M from leaving the classroom/before Mr M is killed. ✓ (2)

7.2.2 (a) Synecdoche/personification/rhetorical question ✓ (1)

(b) The destruction of children's lives in Brakwater is a representation of the evil across the world ✓ which saddens Mr M. ✓

OR

Just as a person would be sad to throw away something useful, ✓ Mr M is sad that the learners throw away the opportunity to fulfil their potential. ✓ (2)

7.2.3 Mr M describes the youth in a glowing, affectionate way ('beautiful and proud'); yet their actions are vandalistic (act violently by breaking the school windows/throwing stones). ✓✓

NOTE: Both parts must be included to earn marks. (2)

7.2.4 (a) 'them' refers to the Comrades. ✓ (1)

(b) Thami should step quickly towards Mr M. ✓ He should grab Mr M's arm. ✓ He should stand in front of Mr M to prevent him from leaving. ✓ He should widen his eyes to express fear. ✓

NOTE: Accept any TWO of the above or any other relevant actions. (2)

7.2.5 Thami is terrified/fearful/anxious ✓ as he is unable to convince Mr M not to confront the mob. ✓ (2)

7.2.6 The discussion of the theme of racial injustice may include the following points, **among others**:

- Bantu Education is inferior as the authorities use it to oppress the Black people.
- Black people suffer social injustice as a result of the unjust laws (the Group Areas Act).
- Isabel is denied access to the township when she goes to enquire about Mr M's death.

NOTE: For full marks, the response must be well substantiated. A candidate can score 1 or 2 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the drama. (3)

7.2.7 Open-ended:

Accept a relevant response which shows an understanding of the following viewpoints, **among others**:

Yes.

- The drama is about school children in Africa.
- The main character, Mr M, is like a father to his learners.
- The exclamation marks indicate Mr M's passion for his learners and education.

OR

No.

- The drama focuses on a very small group of children in Africa.
- Mr M does not have any children of his own, hence the pronoun 'My' is not suitable.
- In the end the children that he claims as his own, kill him.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well substantiated. A candidate can score 1 or 2 marks for a response which is not well substantiated. The candidate's interpretation must be grounded in the drama. (3)
[35]

TOTAL SECTION B: 35

ACTIVITY 8: MY CHILDREN! MY AFRICA!

Candidates are required to answer **BOTH** questions, i.e. **ACTIVITY 8.1** and **8.2**.

- 8.1 8.1.1 (a) D/a learner at Zolile High ☐
 (b) C/a teacher at Camdeboo High ☐
 (c) A/English teacher at Zolile High ☐
 (d) E/sells vetkoek to bus passengers ☐ (4)

8.1.2 Mr M's ideas of using words instead of violence ☐ have not yielded any results ☐ (and the people want immediate change). (2)

8.1.3 Thami and his comrades refer to the Struggle as *Isiqalo* which means 'The Beginning'. ☐

NOTE: Accept any other FACTUALLY CORRECT answer. (1)

8.1.4 (a) frustrated/angry/bitter/impatient☐ (1)

(b) It is to show Thami's impatience as nothing constructive has been done regarding the liberation of his people.☐ (1)

8.1.5 C/literature quiz.☐ (1)

8.1.6 Thami views his friendship with Isabel as a personal choice, yet he ends it because of pressure from the Comrades. ☐

OR

Thami says their friendship is their choice, but Isabel has no say in whether or not they continue their friendship. ☐☐

NOTE: Both parts must be included to earn marks. (2)

8.1.7 The discussion of the theme of friendship may include the following points, **among others**:

- Thami and Isabel's friendship develops after the debate and during their practice sessions.
- Their friendship is compromised when Thami decides to join the school boycotts.
- Isabel befriends Mr M during their preparation for the English literature quiz.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

8.1.8 Open-ended:

Accept a relevant response which shows an understanding of the following viewpoints **among others**:

Yes.

- Thami respects Mr M, yet he is confident enough to stand up for his own beliefs.
- He is acutely aware of the consequences of his choice to join the fight for freedom.
- He is honest when he admits that his childhood dream of becoming a doctor is not worthy and he has come to

understand the reality of their situation.

OR

No.

- Thami is not courageous enough to share his viewpoints with Mr M.
- He lacks the courage to approach the Comrades directly to exonerate Mr M; instead, he turns to Mr M to deny the accusations levelled against him.
- He refuses to acknowledge that Mr M is important to him.

NOTE: Do NOT award a mark for YES or NO only. Credit a response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

- | | | | |
|-----|-------|---|-----|
| 8.2 | 8.2.1 | The time is when Mr M and Thami argue about Bantu Education/after Thami tells Isabel that he will no longer be part of the literary quiz □ and the place is at Zolile High/Camdeboo Girls High. □ | (2) |
| | 8.2.2 | Mr M refers to Bantu Education. □ | (1) |
| | 8.2.3 | (a) Personification□ | (1) |
| | | (b) Mr M compares his determination to influence his learners to think differently □ to someone who has a guilty conscience and will only find peace when he has divulged the truth. □ | (2) |

- 8.2.4 Mr M should beat his chest. ☐ His eyes should be wide open. ☐ He should raise his voice. ☐

NOTE: Accept any TWO of the above or any other relevant actions. (2)

- 8.2.5 Mr M is frustrated/exasperated/disappointed/angry ☐ because Thami refuses to acknowledge that he has taught him the skills to speak well/resulted in him being a good orator. ☐ (2)

- 8.2.6 Mr M did not teach them to stand up against the education system ☐ whereas the comrades teach them to boldly and literally take action. ☐ (2)

- 8.2.7 Thami is critical/unappreciative/rebellious ☐ as he fails to acknowledge Mr M's approach to Bantu Education. ☐

OR

He is brave ☐ as he challenges Mr M/is no longer afraid of Mr M. ☐ (2)

- 8.2.8 Open-ended:

Accept a relevant response which shows an understanding of the following viewpoints **among others**:

No.

- Isabel gossips with Aunty, their Black helper, about the people of the town (the Whites).
- She is willing to participate in a debate at the neighbouring Black school/Zolile High.
- She attempts, during the volatile period when Mr M is killed, to go into the township.

OR

Yes.

- Isabel and her friends have preconceived ideas about the learners/their debating skills at Zolile High.
- She refers to the classroom at Zolile High as 'bleak, dingy and depressing' in comparison to Camdeboo Girls High.
- She admits that she is glad to have been 'born with a white skin' after her visit to Auntie's 'pondok' in the township.

NOTE: Do NOT award a mark for YES or NO only. Credit a response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)
[35]

TOTAL SECTION B: 35

ACTIVITY 9: MY CHILDREN! MY AFRICA!

Candidates are required to answer BOTH questions, i.e. ACTIVITY 9.1 and 9.2.

- 9.1 9.1.1 (a) C/the vetkoek seller✓
 (b) A/organises a debating
 (c) competition✓ E/abandons the
 (d) literature quiz✓
 B/wins the debating competition✓ (4)
- 9.1.2 This takes place after the debating contest✓ at Zolile
 High/Number One Classroom.✓ (2)
- 9.1.3 Thami's favourite sport is soccer.✓ (1)
- 9.1.4 B/Brakwater.✓ (1)
- 9.1.5 (a) Confident/boastful✓ (1)
 (b) Thami shows that he is proud of his ancestry.✓ (1)
- 9.1.6 Isabel's father is a chemist/owns the Karoo Pharmacy✓ and
 her mother works in the pharmacy.✓ (2)
- 9.1.7 Thami's parents send him to Brakwater to keep him safe, yet
 this is where he experiences unrests/boycotts.✓✓
- NOTE:** BOTH parts must be included to earn marks. (2)
- 9.1.8 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Thami is an obedient pupil who works hard to obtain good grades; he represents his school at debating.
- Even though he has his own opinions, he allows his teacher, Mr M, to take decisions on his behalf.
- Although he is not content with Bantu Education, he perseveres to Standard 10.

OR

No.

- Thami's political involvement interrupts his learning opportunities.
- He openly challenges his teacher when he confronts him about being controlling.
- He does not use his leadership/influence to entice the pupils to come back to school.

NOTE: Do NOT award a mark for YES or NO. Credit response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

9.2.1 Mr M feels that the absence of learners✓ leaves him without a purpose/feeling depressed.✓ (2)

9.2.2 Mr M should throw his hands in the air.✓ He should stamp his foot.✓
He should bang on the table.✓

NOTE: Accept any TWO of the above or any other relevant actions. (2)

9.2.3 Thami is fearful/afraid/anxious✓ as the sound of the bell will alert the Comrades to Mr M's whereabouts/he knows that the Comrades might kill Mr M.✓ (2)

9.2.4 (a) Simile✓ (1)

(b) It emphasises how Thami enjoyed listening to the school bell in the past✓ which is symbolic of his love for education (which was like music to his ears).✓ (2)

9.2.5 Mr M is fearless/brave/headstrong/defiant✓ as he refuses to walk away from imminent danger/death.✓ (2)

9.2.6 **Lucille** is Isabel's sister.✓

OR

Renee is Isabel's **friend**.✓ (1)

9.2.7 The discussion of the theme of teamwork may include the following points, **among others**:

- Isabel and Thami devote their time and work with the aim of winning the literature quiz.
- Mr M and Miss Brockway work together to foster relations between Zolile High and Camdeboo Girls' High.
- Isabel and her teammates work together to ensure victory for their school.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

9.2.8 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- The debating contest provides an opportunity for Thami and Isabel to compete against learners from other districts in the Literature Quiz at Grahamstown.
- Students from Zolile High (like Thami) realise that they can confidently compete against White learners.
- Isabel learns about the reality of Black people's socio-political situation.

OR

No.

- It is potentially unsafe for Camdeboo learners to travel to the township.
- The Zolile High learners are inexperienced as they have just started a debating society.
- English is a second language for Zolile High learners, yet they are expected to debate against home language speakers.

NOTE: Do NOT award a mark for YES or NO. Credit response where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play.

(3)

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TOTAL SECTION B: 35

NOTE: Candidates are required to answer **ONE** question **on the drama they have studied.**

ACTIVITY 10: MY CHILDREN! MY AFRICA!

Candidates are required to answer **BOTH** questions, i.e. **ACTIVITY 10.1 and 10.2.**

- 10.1 10.1.1 (a) D/determined to become a journalist
 (b) ✓ C/lives with sister in
 (c) Brakwater✓ E/devotes his life to
 (d) pupils✓
 A/attends Zionist Church every Sunday✓ (4)

- 10.1.2 Mr M is aware of what is happening in the township, yet he chooses to ignore reality.✓✓

OR

Thami claims that Mr M does not listen, yet he (Thami) ignores Mr M's advice and joins the boycott.✓✓

NOTE: BOTH parts must be included to earn the marks. (2)

- 10.1.3 D/negotiation.✓ (1)

- 10.1.4 (a) Metaphor✓ (1)

- (b) Thami's explanation of the situation in the township is incomprehensible to Isabel✓ which is similar to a person who has wandered off and cannot find his way back.✓ (2)

- 10.1.5 Throwing stones that break windows.✓ Writing on walls.✓
 Overturning buses.✓ Looting bread vans.✓

NOTE: Accept any TWO of the above and any other relevant text-bound examples. (2)

- 10.1.6 The discussion of the theme of change may include the following points, **among others:**

- Isabel learns about the Black culture and starts to understand life from their perspective, compelling her to change her perception about them.
- Thami changes from being a diligent pupil to becoming a revolutionary (freedom fighter).
- Mr M believes that negotiation is the best way to solve problems instead of resorting to violence.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

10.1.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- The pupils are subjected to an inferior Bantu Education System which will not adequately equip them to contribute to the economy of the country.
- The ongoing riots make it unsafe for them to come to school and learn.
- The pupils do not have alternate means to further their education and are forced to abandon their dreams.

OR

No.

- The pupils allow themselves to be used by the Comrades to fight their battle.
- The boycotts will only interrupt their learning opportunities but will not resolve their current situation.
- The pupils do not engage in negotiations to voice their grievances.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

- 10.2 10.2.1 The time is when Thami comes to warn Mr M/tries to persuade Mr M to join the boycott✓ at Zolile High School/Number One Classroom.✓ (2)
- 10.2.2 (a) Pleading/anxious/despairing/urgent✓ (1)
- (b) Thami is desperate to save Mr M's life/knows that the Comrades will not hesitate to kill Mr M.✓ (1)
- (c) The idea of Mr M being killed is so horrific✓ that Thami is unable to utter the words.✓ (2)
- 10.2.3 Mr M is fearless✓ as he is willing to face the danger that awaits him.✓

OR

He is stubborn/defiant✓ as he refuses to heed Thami's warning about the angry mob.✓ (2)

10.2.4 He is anguished/panic-stricken✓ as he realizes his efforts to change Mr M's mind are fruitless.✓ (2)

10.2.5 (a) Thami should point in a direction.✓
He should put his hand on his forehead to show his frustration.✓
He should put his hands together in a pleading gesture.✓

NOTE: Accept any TWO of the above or any other relevant actions. (2)

(b) Bantu Education should be scrapped/the authorities should recognise and negotiate with the Student Committees.✓ (1)

10.2.6 Isabel's father is a **pharmacist/chemist**.✓

OR

Mr Pienaar is the mayor. ✓ (1)

10.2.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

No.

- Mr M devotes his life to education because he wants only the best for his learners.
- His empathy for Thami's disadvantaged background motivates him to ask for a scholarship for Thami at the literature quiz.
- He sacrifices his time to educate Isabel about the reality of the socio-political situation in the country.

OR

Yes.

- Mr M does not allow Thami to make his own decisions.
- He subjects the inexperienced Zolile High debating society to a debate with the experienced Camdeboo Girls High pupils.
- He fails to take Thami's feelings into consideration when he refuses Thami's advice to join the Comrades.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

[35]

TOTAL SECTION B: 35

ACTIVITY 11: MY CHILDREN! MY AFRICA!

Candidates are required to answer BOTH questions, i.e. ACTIVITY 11.1 and 11.2.

- 11.1 11.1.1 (a) E/works at the
(b) railway✓ C/is a teacher's
(c) protégé✓ A/is a victorious
(d) debater✓
B/writes on the wall✓ (4)

- 11.1.2 This takes place when Mr M goes to ask Isabel to form a team with Thami (for the literature quiz)✓at Camdeboo High School.✓ (2)

- 11.1.3 (a) Mr M should raise his eyebrows.✓
He should cover his mouth with one hand.✓ He should place both hands on his head.✓
NOTE: Accept any TWO of the above or any other relevant actions. (2)

- (b) Mr M is honest/truthful✓as he acknowledges his favouritism towards Thami.✓ (2)

- 11.1.4 (a) Metaphor/Synecdoche✓ (1)
(b) Just as a vessel is filled when liquid is added to/poured into it,✓ similarly Mr M wants to highlight the fact that he can impart knowledge to his learners.✓

OR

Mr M uses 'eager and gifted head' to represent the whole learner (Thami),✓emphasising his (Thami's) strong intellectual potential and the teacher's hope of imparting knowledge✓ (to a mind capable of exceptional growth). (2)

- 11.1.5 Thami is focused on education, yet later he drops out of school to join the Struggle.✓✓

NOTE: Both parts must be included to earn the marks. (2)

11.1.6 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- The apartheid system implements an inferior Bantu Education system.
- The Black students revolt against the oppressive education that is forced upon them.
- The protesting students kill Mr M because he is seen as a police informer.

OR

No.

- Mr M chooses not to join the comrades.
- He is aware of the consequences of providing the names to the police.
- He refuses to stop ringing the bell even though the situation is volatile.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

AND

- 11.2.1 (a) A/assumed names. ✓ (1)
- (b) Isabel is preparing for a literature quiz. ✓ (1)
- 11.2.2 (a) Thami is conflicted/concerned✓as he does not know how to break the news to Isabel without hurting her.✓ (2)
- (b) Thami tells Isabel that he is withdrawing from the literature quiz✓and he cannot see her anymore as he is joining the Struggle/boycott.✓ (2)
- 11.2.3 Isabel says her time with Thami was life-changing✓as she has gained a deeper understanding of the realities of apartheid.✓ (2)
- 11.2.4 (a) Sarcasm/frustration/impatience✓ (1)

- (b) Isabel wants Thami to admit that he is being pressured by the Comrades./Isabel is angry that Thami allows the Comrades to interfere with their friendship.✓ (1)

11.2.5 journalist✓ (1)

11.2.6 The discussion of the theme of communication may include the following viewpoints, **among others**:

- Mr M's communication with Miss Brockway initiates the debating contest between the two schools.
- Thami and Isabel engage in conversation to become acquainted with each other.
- Isabel converses with Thami in an attempt to understand the political tension that has broken out.

NOTE: For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)

11.2.7 Open-ended.

Accept a relevant response which shows an understanding of the following aspects, **among others**:

Yes.

- Thami excels academically and is passionate about social issues (the debate), showing potential to take a lead in future change.
- He joins the boycott showing his commitment to fighting for a better future.
- Despite his intellectual ability, he gives up his own aspirations for the greater good of his people.

OR

No.

- Thami abandons his education and rejects Mr M's guidance, limiting his ability to create lasting change.
- He supports the boycott, causing destruction and Mr M's death.
- He flees the country with no clear plan, leaving his future and the hope he represents uncertain.

NOTE: Do NOT award a mark for YES or NO. Credit responses where a combination is given. For full marks, the response must be well-substantiated. A candidate can score 1 or 2 marks for a response which is not well-substantiated. The candidate's interpretation must be grounded in the play. (3)
[35]

TOTAL SECTION B: 35

